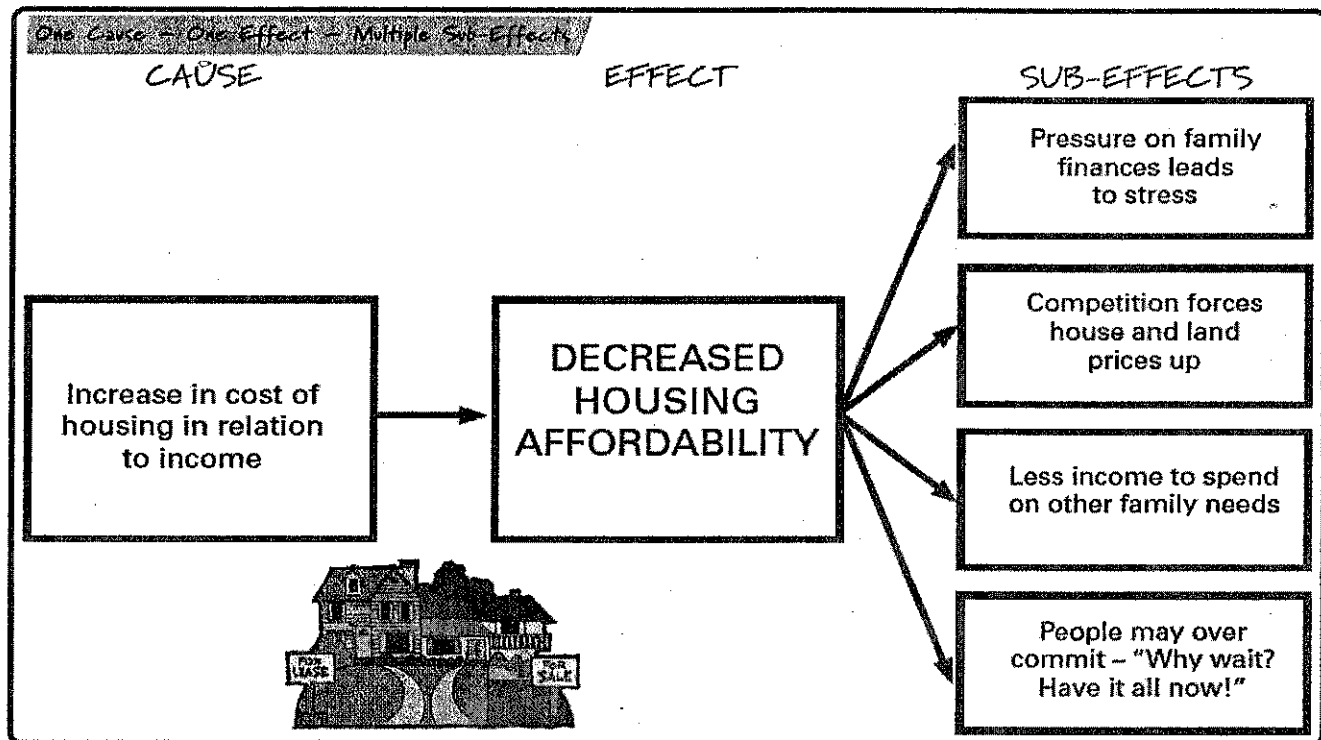


2. Why are you teaching? (Understand)

CAUSE-EFFECT MAPS

Topic: Decreased Home Ownership (Secondary – Maths/HPE)



3. Show how being a teacher has made you more employable

FISHBONE DIAGRAM (Ishikawa) – INFORMATION

GENERAL

This is an excellent visual tool for investigating a topic by categorising the causes or effects of a topic in a systematic manner. Can be used to encourage creative writing, record details about a mathematical concepts or as an alternative timeline.

PROCESS

Enter the topic on spine of fish.

Step 1: The Diagram ①

Draw a Fishbone Diagram or use a photocopy. Write the topic along the 'spine' of the 'fish'.

Step 2: Categories ②

Label each large 'bone' with a major category of the topic.

Step 3: Details ③

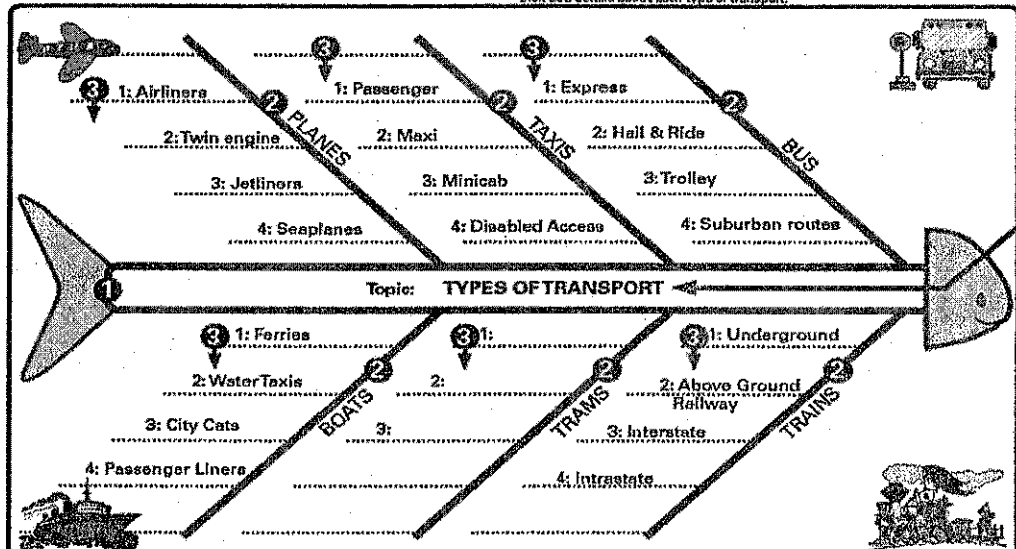
Brainstorm (use Round Robin/Hot Potato), research and add details of each category on small bones.

Step 4: The Product ④

Create a product such as story, report, an oral presentation or a PowerPoint.

FISHBONE DIAGRAM

Topic: Trains, Buses, Boats and Planes (Secondary – SOSE)
Research what public transport is available in or travelling through an area then add details about each type of transport.



4. Discuss your life as a teacher.(Analyse)

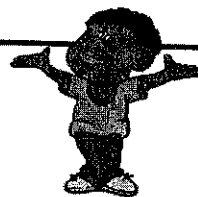
SWOT Analysis

Topic: All About Me! (Primary – General)

Strengths <ul style="list-style-type: none"> • Quite good at most school work • Enjoy sport • Have great friends • Good health • Lots of interests 	Weaknesses <ul style="list-style-type: none"> • Maths need improving • Impatient • Get bored easily
Opportunities <ul style="list-style-type: none"> • Sport after school • The school band or choir • Maths tuition 	Threats <ul style="list-style-type: none"> • Losing some friends – not spending time with them • Too many activities – marks drop

Action 1: Go to maths tuition classes.

Action 2: Do a school sport so I can see my friends.



For information on other ITC products visit www.itcpublications.com.au

5.To what extent have you been successful as a teacher? (Evaluate)

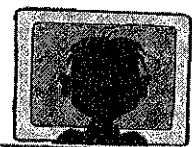
EXTENT BAROMETER

Topic: Media/Advertising (Secondary – English)

To what extent do advertisements on television or in magazines/newspapers:

100	Totally	exploit young people
75	Fairly High	exploit women
50	Medium	promote risk-taking behaviour
25	Low	present a realistic portrayal of everyday life
0	None at all	

General Comment:

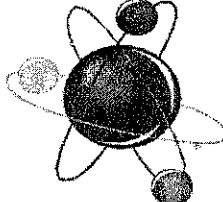


For information on other ITC products visit www.itcpublications.com.au

itc

6. How could you improve your lesson delivery? (Design)

Topic: Atoms (Secondary – Science)
Students are given an outline of Rutherford's gold foil experiment.

M	MODIFY By replacing one part with another or modifying the shape, texture, colour or ergonomics	How could the model of the atom be altered if NO nuclear particles had been deflected from the gold foil? 
A	ADD Add a new feature to the object	Add several layers of gold foil. Would this affect the experiment?
S	SIZE Make one part or several parts of the object bigger and/or smaller	Would the outcome of the experiment be any different if more particles had penetrated the gold foil?

For information on other ITC products visit www.itcpublications.com.au

Anatomy of a question /activity / task

- 1. The Cognitive Outcome and Skill**
(The purpose: Analyse –discuss)
 - 2. The Context, Cultural Content or Concepts**
(discuss the topic : the stuff you are teaching about)
 - 3. The appropriate thinking tool**
(The evidence: the material on which you will base your assessment e.g. a SWOT Analysis)
- e.g. Discuss the ALP's carbon tax proposal by using an Extended PCQ

supporting
teaching
and
learning